

CALIFORNIA CHILDREN AND FAMILIES COMMISSION

June 19, 2003

PROJECT TITLE: First 5 California – Children of Migrant Farm Workers

A. SUMMARY OF REQUEST:

This proposal is to request that First 5 California allocate up to \$2,500,000 in funding, annually for four years (\$10,000,000 total), to fund the First 5 California Children of Migrant Farm Worker Project. The project is broken into two unique, but complimentary efforts. One aspect of this project is increasing the availability of early childhood education and parent education services for migrant farm worker children and their parents and caregivers. The other aspect is a targeted demonstration project aimed at promoting the usage of existing services and services that will be expanded under this project.

The first effort will include providing \$7.4 million to the California Migrant Education Even Start (MEES) Program, operated out of the California Department of Education (CDE) to expand the following strategies:

1. Provide enhanced Early Childhood Education services, including a focus on early literacy acquisition and development.
2. Enhance Parent Education services including literacy acquisition.
3. Provide enhanced childcare services during non-traditional hours. MEES childcare services are CDE monitored and each agency providing childcare is approved and funded by the Office of Child Development within CDE. Each funded agency must meet all the licensing and quality standard requirements of the Office of Child Development.
4. Build additional program capacity to serve a larger number of the eligible population.
5. Provide transportation services in isolated rural settings.

MEES is operated out of 22 MEES Regions throughout the state. These regions serve the following Counties:

- Del Norte -- Siskiyou -- Modoc -- Shasta -- Tehama
- Mendocino -- Glenn -- Butte -- Yuba -- Sutter -- Lake
- Colusa -- Sonoma -- Napa -- Yolo -- Solano -- Marin

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- Sacramento -- San Joaquin -- Contra Costa -- Stanislaus
- San Francisco -- Alameda -- San Mateo -- Santa Clara
- Santa Cruz -- Merced -- Madera -- Fresno -- Imperial
- Monterey -- San Benito -- Tulare -- Kings -- Kern
- San Luis Obispo -- Santa Barbara -- Ventura -- Orange
- San Bernardino -- Los Angeles -- Riverside -- San Diego

The second effort is an 8 county demonstration project funded at \$2.2 million, over the same 4-year period. This funding will be awarded via a non-competitive bid process to La Union del Pueblo Entero to utilize their extensive existing community based networks to perform community outreach to enhance participation in the newly expanded MEES programs and provide informal parent education services within the migrant farm worker communities. The intent of this demonstration project is to explore means of increasing the knowledge of and use of available child and parent services among migrant farm worker parents and their caregivers.

The following eight counties were chosen by LUPE, as they are the counties in which LUPE has established its strongest ties with the migrant farm worker community:

- Fresno
- Kern
- Kings
- Madera
- Monterey
- San Benito
- Santa Cruz
- Tulare

Current data reflects that 50% of the children of migrant farm workers live in the eight counties that the LUPE demonstration project will serve.

An additional \$400,000 will be made available, via a Request For Proposal process, to perform evaluation activities on the MEES expansion and the LUPE demonstration project. The evaluation will seek to measure the impacts to the children and their parents/caregivers, the effectiveness of MEES program expansion and the impacts of the targeted outreach services provided by LUPE.

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B. BACKGROUND/HISTORY:

Addressing the needs of migrant farm worker children and their parents requires non-traditional approaches that are tailored not only to the unique service gaps of the migrant population, but also to the unique cultural aspects of the migrant community.

The migrant farm worker population in California is isolated from larger communities that offer traditional social services for young children and parents, by language and cultural barriers. Moreover, when the migrant population is in need of social assistance, they are often not aware of language appropriate programs designed to serve them, cannot afford costs of assistance such as co-pays, and inherently do not trust government and other agencies due to fears of infractions or deportations.

A recent study focused on farm worker children and their parents highlighted the following gaps in care for the migrant population:

- Lack of early dental hygiene practices and access to dental care
- Lack of access to health care
- Poor nutrition

Other studies have identified rural isolation, lack of transportation and cultural barriers as major issues. In the area of early childhood development, the following gaps have been identified:

- Child Care Services are very limited and non-existent in some isolated rural communities
- The nature of farm labor and the long hours that parents must be in the fields creates a need for increasing seasonal child care hours
- There is a great need to increase transportation in isolated rural areas that will allow more children and their families to participate in school/center based programs
- There is a need to increase migrant farm worker involvement in early childhood learning and brain development by encouragement parent education and involvement through providing resources that are culturally appropriate

This last gap, “the need to increase migrant farm worker involvement in early childhood learning and brain development by encouragement parent education and involvement through providing resources that are culturally appropriate”, is a critical issue. Early childhood development is a concept not readily understood by farm worker parents nor communicated within the farm worker communities. A significant reason is the practice of cultural beliefs handed through family generations, economics and other conditions. As such, Migrant

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Farm Worker parents are not practicing early childhood development and do not understand the connection between early childhood development and healthier adulthood. Currently, there is little culturally relevant education and awareness that correlates early childhood and cognitive development activities that farm worker parents can use with their young children.

This project addresses these gaps through a combination of a proven culturally tailored traditional service model and a demonstration project that incorporates non-traditional methods of outreach and community based problem solving, including extensive incorporation of family and community based knowledge. The combination of these two methods, by nature of their inherent synergies, will yield the following outcomes for California's migrant young children and their parents:

- Increased access to child care in farm worker communities
- Increased access to early childhood learning programs and facilities
- Increased Early Educational training for parents of children 0-5

The largest element of this project is an expansion of the California Migrant Early Evenstart (MEES) program. The use of MEES and its existing near statewide infrastructure is a clear benefit for First 5 due to the limited funding available for this project. Federal and state law supports the California Migrant Education Program (MEP). Existing state law was created to enable the meeting of federal requirements for educating migrant students. With federal funding for the MEP program, state law sets out an administrative framework for delivering MEP services. The U.S. Department of Education is the federal department tasked with providing assistance to state and local agencies related to the use of funds available under the Migrant Education Program.

The purpose of MEP is to:

- Ensure that migrant students have the opportunity to meet the same challenging state content and performance standards that all children are expected to meet.
- Support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves
- Design programs to help migrant children overcome educational disruptions, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of the children to do well in school.

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Migrant students are eligible for funding if they have moved during the last 36 months because they or members of their family were trying to obtain temporary or seasonal employment in agricultural, dairy, fishing or logging activities.

Existing law specifies that MEP services are a priority for those students, ages three through twenty-one, whose education has been interrupted during the current school year and who are failing, or are most at risk of failing, to meet state content and performance standards.

In California, Migrant Education, supports two kinds of programs designed to strengthen the school, community, and family experiences of children and their families. Migrant education regional offices, in collaboration with the school districts that enroll migrant children, develop some programs locally. Other programs are administered statewide and are designed to meet specific needs of students such as those related to health, family literacy, and summer school.

Locally-Developed Programs are designed, implemented, and evaluated through the collaborative efforts of MEP staff, staff at the migrant education regional offices, and educators at the school and district levels. Every effort is made to base the content and methodology of the programs on the needs of migrant children and their families.

Statewide-Administered Programs are provided throughout California and are available to all eligible migratory children. One such program is the MEES Program, which is a family literacy and parenting program for parents and their preschool children, birth to seven years of age. Families with children ages three to five are given priority for services. Project activities support the children's early childhood development and help parents improve their English abilities and native language literacy and knowledge of parenting strategies. MEES is currently funded at \$5.3 million dollars annually and serves approximately 20,000 children and parents.

The major thrust of both types of programs is to provide literacy, parenting and English as a Second Language skills to migrant parents; and early childhood development and school readiness skills to their children (birth to 7 years of age). Emphasis is given to providing interactive literacy activities between parents and their children. To maximize existing infrastructures, California MEES projects are coordinated with local school districts, adult education programs, community colleges and other agencies.

The California MEES Project carries a strong commitment to providing services that are relevant to those needing the service and to delivering those services via methods that are the most beneficial to the population being served. As such, all services are provided at times and locations selected by migratory parents, thus enabling them to actively participate in project activities.

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Funding and Participation Levels:

During Fiscal-Year 2001-02, the California Migrant Education Even Start (MEES) Program **enrolled** a total of **14,311 migrant parents** and **12,261 children ages 0-7**. Of this number, **9,342 parents and 10,641 children actually received services**. Of these services, 62% were provided in the home while 38% were provided in a school/center-based model. The National Agricultural Workers Survey indicates that in California there are 107,110 migrant and seasonal farm worker children ages 0-5. Therefore, during 2001-02, the MEES Program only served 10% of the eligible children.

Because of funding limitations, the MEES Program provides services on the average of 2 hours per week in home-based programs and 8 hours per week in school/center based programs. Child-care services are provided with CDE Office of Child Development funds in 3 of the Migrant Education Regions and 5 of the Migrant Regions have applied and received local Prop 10 funds in order to expand family literacy services.

During FY 2002-03, the MEES Program was funded in the amount of \$5.3 Million. This includes program funding to the migrant regions (\$4,873,104) as well as a central coordination office in Sacramento (\$426,896) that provides leadership and direction in the following areas:

- Data collection (enrollment and services). A complete data-base and collection system that identifies all parents and children enrolled in the MEES Program as well as the individual services provided to each participant.
- Annual assessment/evaluation of 3-4 year old MEES participating children. One of the major strengths of the MEES Program, which makes it very unique among children's programs, is the documented and demonstrated progress of client children. The most recent Evaluation Report indicated that 78% of the 3 & 4-year-old children assessed benefited from their participation in MEES.

This proposal to allocate funding by the California First 5 Program (Prop 10), would focus efforts on the following strategies to be developed and implemented:

- Augment MEES Programs with child care services during non-traditional hours especially during farm labor seasons.

During farm labor seasons, the MEES Program would increment the hours of services to migrant children in order to reflect the farm labor

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working hours of their parents. MEES will also support the increase of child care slots for migrant children.

All of the above activities will be conducted with existing Preschool and Child Development Programs conducted under the Child Development Division in the California Department of Education.

- Increase capacity in order to serve more children and families.

Hours of service to current MEES participants will be expanded by at least 25%.

In coordination with LUPE (UFW), outreach will be conducted in order to enroll an additional 4,700 0-5 children and their parents in the MEES Program.

The MEES Program will create a minimum of 60 new project sites statewide.

- Provide additional Early Childhood Education Programs to children ages 0-5.

Hours of service to current MEES participants will be expanded by at least 25%.

Concerted efforts will be made to provide funded MEES services through center-based models.

In coordination with LUPE (UFW), outreach will be conducted in order to enroll an additional 4,700 0-5 children and their parents in the MEES Program.

The MEES Program will create a minimum of 60 new project sites statewide.

- Provide additional education services to migrant parents.

Through a coordinated effort with LUPE (UFW,) additional outreach and educational efforts will be conducted in order to provide migrant parents with information and encouragement that will lead to their participation not only in MEES services, but also in all First 5 funded county services such as Universal Health, Preschool for All, School Readiness Initiative and other local, state and federal programs and services for which they are eligible.

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- Provide increased transportation services in isolated rural areas.

These efforts will be conducted by sub-contracting and coordinating services with local transportation providers such as: school districts, county education offices, public transportation entities and other local programs.

The second aspect of the First 5 California Children of Migrant Farm Worker project is a demonstration project with La Union del Pueblo Entero (LUPE) is a non-profit 501 c3 organization established in 1979 by Cesar Chavez, that focuses on grass root outreach and community education services. As mentioned before, early childhood development is a concept not readily understood by farm worker parents nor communicated within the farm worker communities. A significant reason is the practice of cultural beliefs handed through family generations, economics and other conditions. However, LUPE has concluded that the way to begin this process is to “culturate” this awareness for farm worker behavioral change through utilizing non-traditional methods of outreach and community based problem solving to conduct a comprehensive social marketing and outreach campaign utilizing the critical information and material that has been developed through First 5 California, but tailoring it to the special needs of the farm worker population.

LUPE will utilize its expertise in grass root level outreach, and their commitment to culturing awareness of early childhood education and care, by providing the following services as part of the First 5 California Migrant Farm Worker Project:

1. Provide direct outreach within migrant farm worker communities to encourage participation of migrant farm worker children in services such as:
 - MEES services, as expanded through this project.
 - First 5 funded county services, such as Universal Health, Preschool for All, School Readiness Initiative and other locally developed programs.
 - Existing state and federal health and social programs for which they are eligible.

The outreach services will be performed utilizing trained farm worker parent associations that will be developed, by LUPE, within the eight counties designated by the LUPE demonstration project. The parent associations will perform door-to-door outreach services within the farm worker communities. In addition, LUPE will develop a culturally relevant method of mass communication to farm workers on the subjects of early childhood development utilizing Spanish Radio Education. This efforts will include development of a training

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curriculum and development of hands on classroom training for the Farm Worker Parent Association on the subjects of early childhood development, access to child care, health care and dental care.

2. Provide parent education services to the migrant farm worker communities, with the desired outcome of increasing the farm worker parent knowledge on the importance of healthy childhood development and early childhood learning.

LUPE will provide training to the parent associations on the topics of Early Childhood Learning, Healthy Child Development and use of traditional and non-traditional Childcare services. The parent associations, in conjunction with their outreach services, will then provide informal parent education services to the parents and caregivers of migrant farm worker children. In addition, LUPE will develop a resource directory identifying facilities and resources related to the provision of child care in the migrant communities, and make this resource directory available to First 5 and the MEES program.

LUPE will also develop and air via Spanish Radio, educational capsules with culturally relevant learning messages, and hold Tardeada Para Los Ninos events in key farm worker rural areas during agricultural seasons to promote knowledge acquisition in regards to early childhood development among the parents and caregivers of migrant farm worker children.

LUPE will conduct one Farm Worker Parent Symposium with attendees from the farm worker parent association formed by this project, First 5 staff, County Commission staff, farm worker advocates, experts in the field, and members of the community to address issues impacting the children of migrant farm workers. The symposium will provide a forum to discuss early barriers, best and promising practices and gaps in service with regards to childhood development and farm worker children. A connected learning component will be coordinated and organized so that parents of children 0-5 learn non-traditional and culturally relevant methods of learning to develop new practices within regards to early childhood development and early childhood learning.

The LUPE demonstration project is built on the premise that, "Good parenting is more than receiving information and awareness. For migrant farm workers, the teaching methods must be culturally relevant to reflect the unique nature of the farm worker lifestyle."

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Critical to any FIRST 5 statewide project is the interaction and cooperation between the statewide effort and local county commission efforts. To facilitate this cooperation, MEES regional staff and LUPE demonstration project staff will be required to meet with local county commissions in each county that is receiving services per the FIRST 5 Children of Migrant Farm Workers project. Where beneficial, joint efforts will be implemented to maximize the reach and successful outcomes of this project.

C. PROPOSAL:

1. Proposed contractor

The State Commission will contract via an interagency agreement with the State Department of Education, to work with California Migrant Education Even Start program staff, the Regional Administrators and providers of family literacy services currently under contract to the MEES program.

The State Commission will directly contract with LUPE via a non-competitive bid process.

A contractor will be procured via a Request For Proposal to perform evaluation on all aspects of this project.

2. Scope of work

The \$1.85 million, provided annually for a period of 4 years will allow the MEES program to serve approximately an additional 4,700 children 0-5 and their caregivers, and allow for enhancement and expansion of the current parent component and family literacy services by creating additional school/center based programs and increasing the home based services component.

The \$550,000 provided annually for a period of 4 years to LUPE will provide for targeted outreach and informal parent education services, designed specifically to reach the parents and caregivers of migrant farm worker children. These outreach services will be conducted in 8 counties which comprise 50% of the statewide total of migrant children. This represents over 50,000 migrant children.

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\$400,000 will be utilized to contract, via a Request for Proposal, to perform comprehensive evaluation of this project including evaluation on the impacts to the children and parents/caregivers served, the effectiveness of MEES program expansion, the effectiveness of the outreach and parent education provided via the LUPE demonstration project and an overall process evaluation of the project.

3. Primary goals and objectives

The goals of the MEES project have been for project staff and parents of target children to work together to improve the educational opportunities of migrant farm worker children and their families. To do this staff focuses on the following objectives:

- Assist migrant farm worker parents to recognize the value of education for their children and their services
- Preparing parents to become teachers to their children and advocates for their children
- Develop a strong educational foundation for migratory children so that they can succeed in school

4. Population

The proposed \$7.4 million in First 5 Funding would allow MEES programs to provide family literacy services to approximately 4,700 additional migrant children ages 0 to 5 and their parents.

The LUPE demonstration project will be conducted in 8 counties which comprise 50% of the statewide total of migrant children. This represents over 50,000 migrant children.

5. Time frames

Upon funding approval, negotiations can begin immediately with California Department of Education and MEES staff to establish appropriate funding criteria and direct funds to areas of immediate need.

Following is a rough timeline for the key milestones of this project. Dates reflected are the projected start date of a deliverable. Services will be ongoing from that date through completion of the contract period:

Project Start Date, (IA with CDE and contract with LUPE complete)	11/30/03
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Organization of Parent Associations	1/01/04
Release Evaluation RFP	
MEES/LUPE meetings with County Commissions	
Evaluation contract awarded	5/01/04
Training to Parent Associations/Outreach begins	6/30/04
Expanded Services/Client Base via MEES	7/01/04
Air Spanish Radio educational capsules	1/01/05
Tardeadas Para Los Ninos Events	4/01/06
Farm Worker Parent Symposium	6/01/06
Project End Date	10/30/07

6. Evaluation

Via the Request For Proposal process an evaluation contractor will be procured to perform evaluation activities to specifically measure the effectiveness of the LUPE demonstration project. and the MEES expansion. The evaluation will seek to measure the impacts to the children and their parents/caregivers, the impacts of the targeted outreach services provided by LUPE and the effectiveness of MEES program expansion. Specific evaluation will be performed to determine the anticipated effectiveness of expanding the LUPE effort on a statewide basis.

In addition, the ongoing CDE evaluations of the MEES program will continue and semi-annual reports will be provided to the Commission.

LUPE will also provide semi-annual reports on the progress of their deliverables.

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7. Cost

\$10 million over a 4 year period as follows:

\$7.4 million for MEES program expansion

\$2.2 million for LUPE Demonstration Project

\$.4 million for contracted project evaluation

D. CCFC OBJECTIVES:

This proposal will target the Children of Migrant Farm Workers in the First 5 California goals of 1) Early Learning and Education and 2) Parent and Community Education.

E. INTERFACE/IMPACT ON OTHER PROGRAMS:

The Children of Migrant Farm Worker program will increase collaborative efforts with the California Department of Education, Migrant Education Programs, their regional administrators and First 5 California counties. It will enhance the capabilities of these organizations and their staff to assist migrant parents and their children ages 0 to 5 to successfully prepare for the educational experience and

F. Attachments

☐ YES

☐ NO